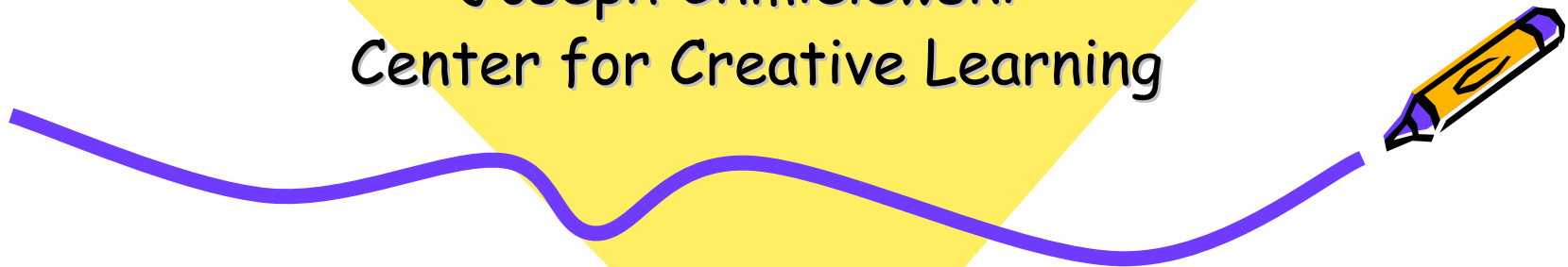




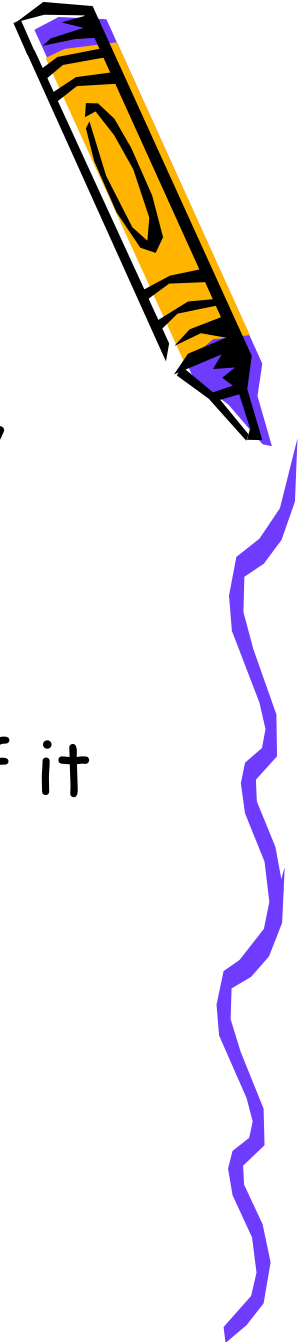
Strategies for Integrating Technology into Every Class

Joseph Chmielewski
Center for Creative Learning



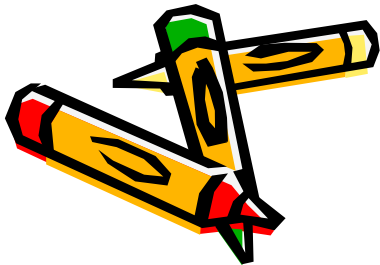
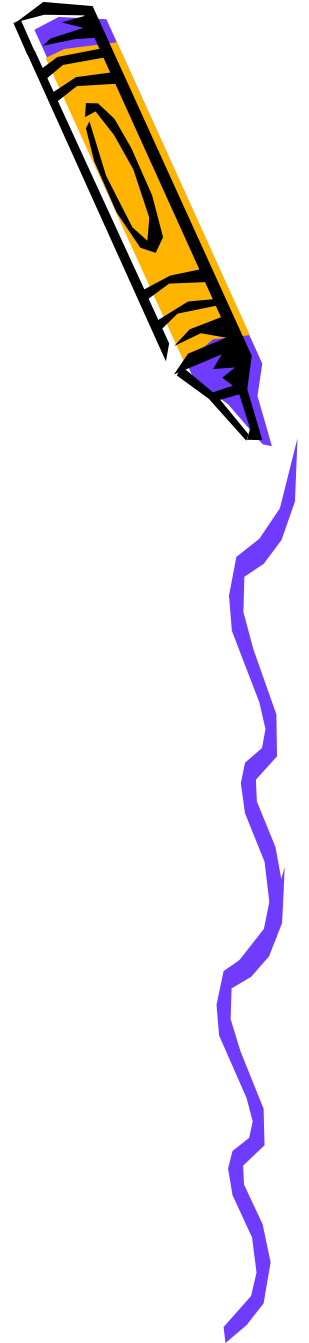
Introduction

- Teachers will integrate technology
 - Once the technology is easier
 - When not using it is harder
 - When someone measures their use of it
 - When it is clear that students learn more from it
 - When high-stakes tests test it

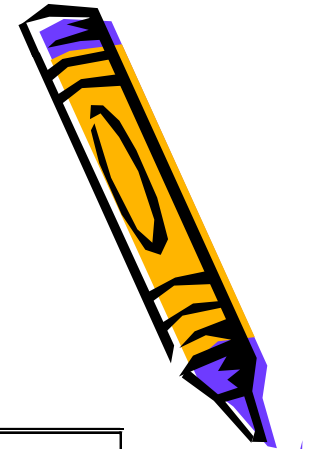


Presentation Components

- Theory
- Handouts
- Tutorials
- Samples
- Templates



CD Handout Rationale

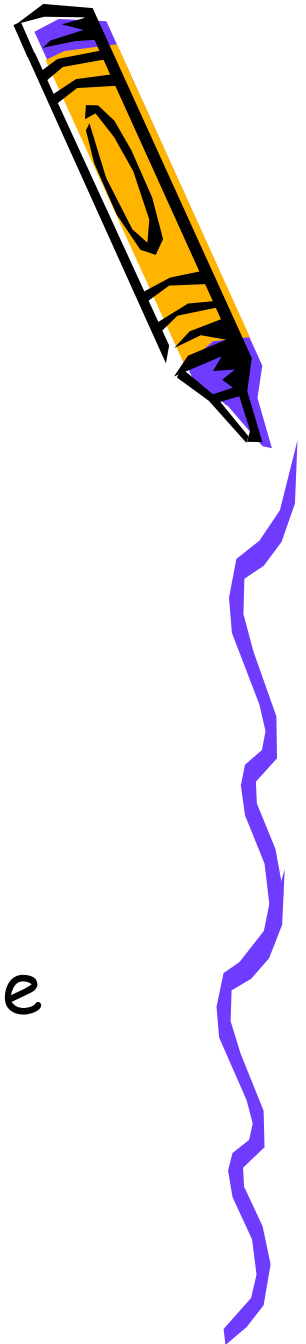


Plans	How-tos	Templates
Reproducible Modules	Tutorials	Generic Forms
Software	Assessments	Resources



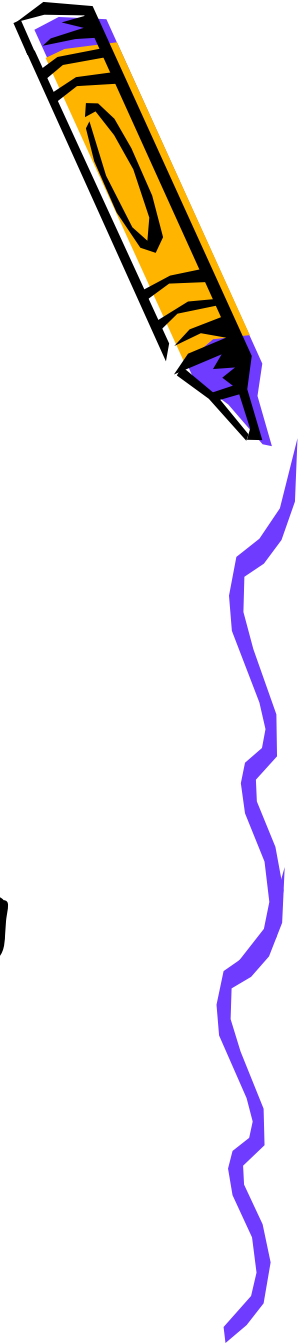
To Integrate Technology

- Teacher Facilitates
 - Engaged Learners
 - Real World Tasks
 - Interactive Projects
 - Collaborative Work
 - Exploration and creation of knowledge



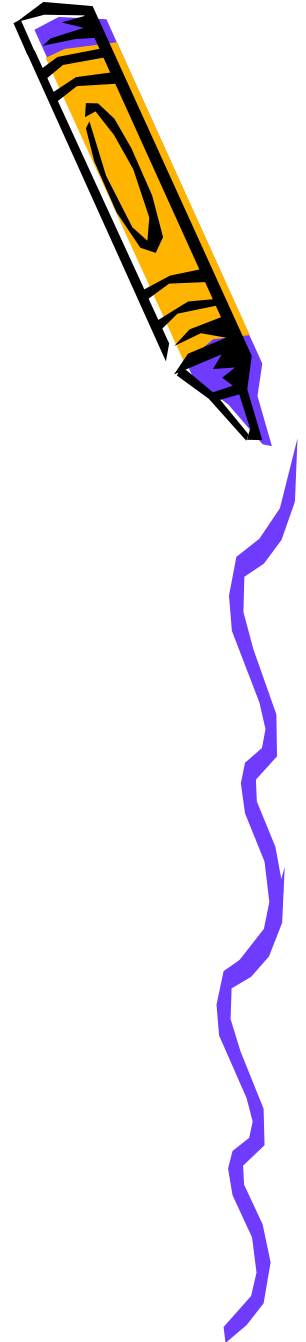
Learners Using Technology are..

- Energized
- Motivated
- "A-buzz" with Activity and Excitement
- Responsible for their own learning
- Collaborating with Others



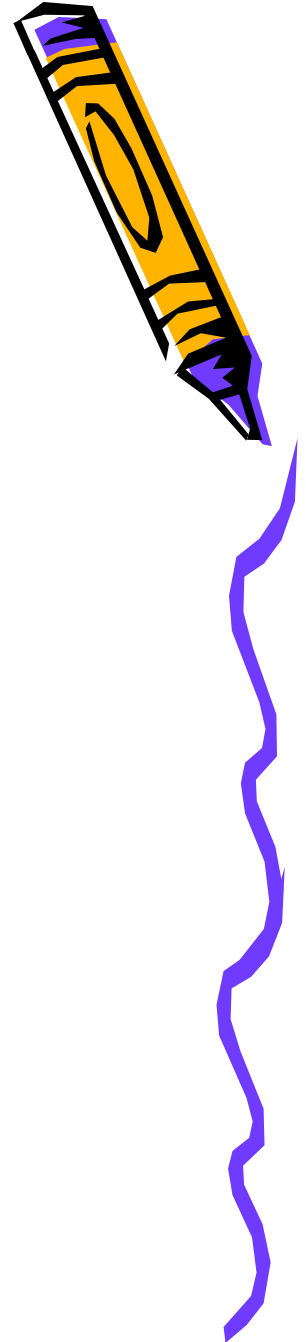
Relevant Learning

- Critical Thinking
- Problem Solving
- Adapting to Changing Information
- Constructing Knowledge
- Communicating with the World
- Using multiple intelligences



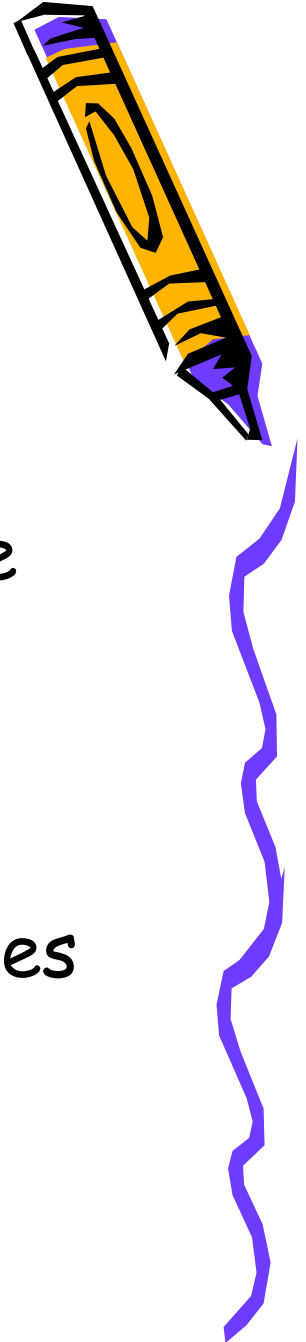
Integrating Technology into Every Class

- Plan for the year
- Identify objectives
- Match technology to objectives
- Target small steps
- Employ reusable modules
- Identify rubrics and assessments



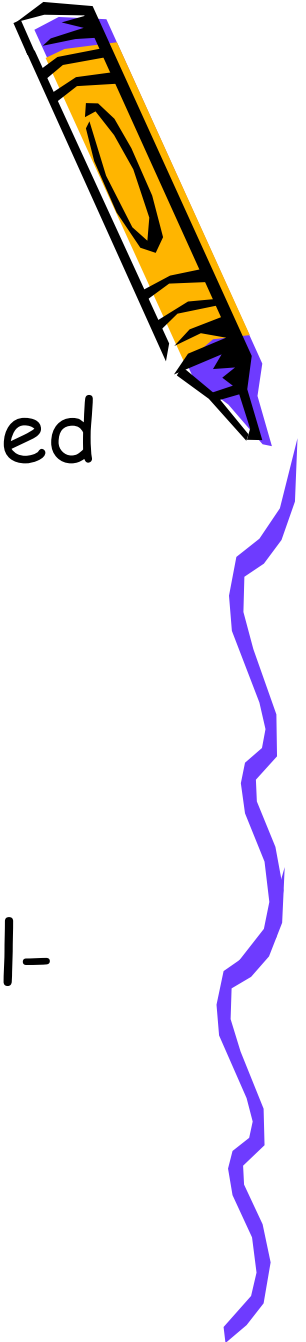
To Integrate Technology

- Not every student..
 - Has to do the same thing at the same time
 - Has to do the same thing, all by themselves
 - Has to do everything, all by themselves



To Integrate Technology, it is O.K. for..

- One or more students to be assigned part of the job.
- Students to work in groups
- For tasks to be developed as projects
- For tasks to be conducted like real-life jobs



Low Tech vs. High Tech

- Low Tech

- Labs
- ILS
- Media Centers
- Drill
- Electronic Page Turners

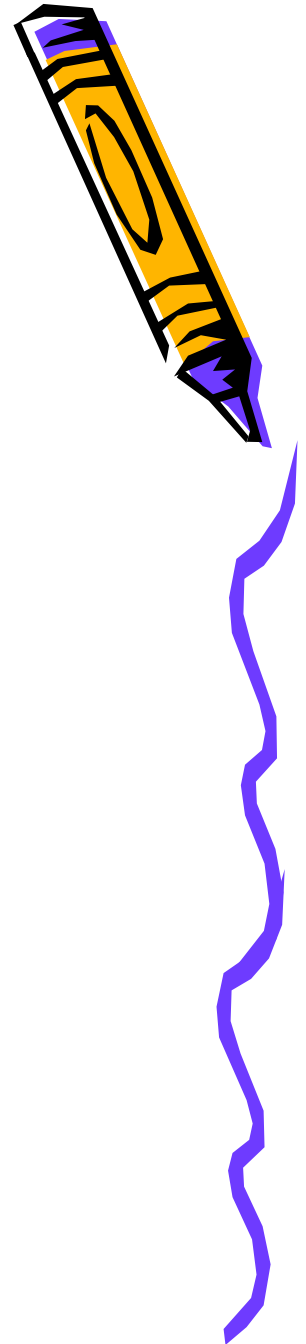
- High Tech

- E-Mail
- Projects & Presentations
- Books and Newsletters
- Creating Learning Materials & Graphics
- Writing Test Questions



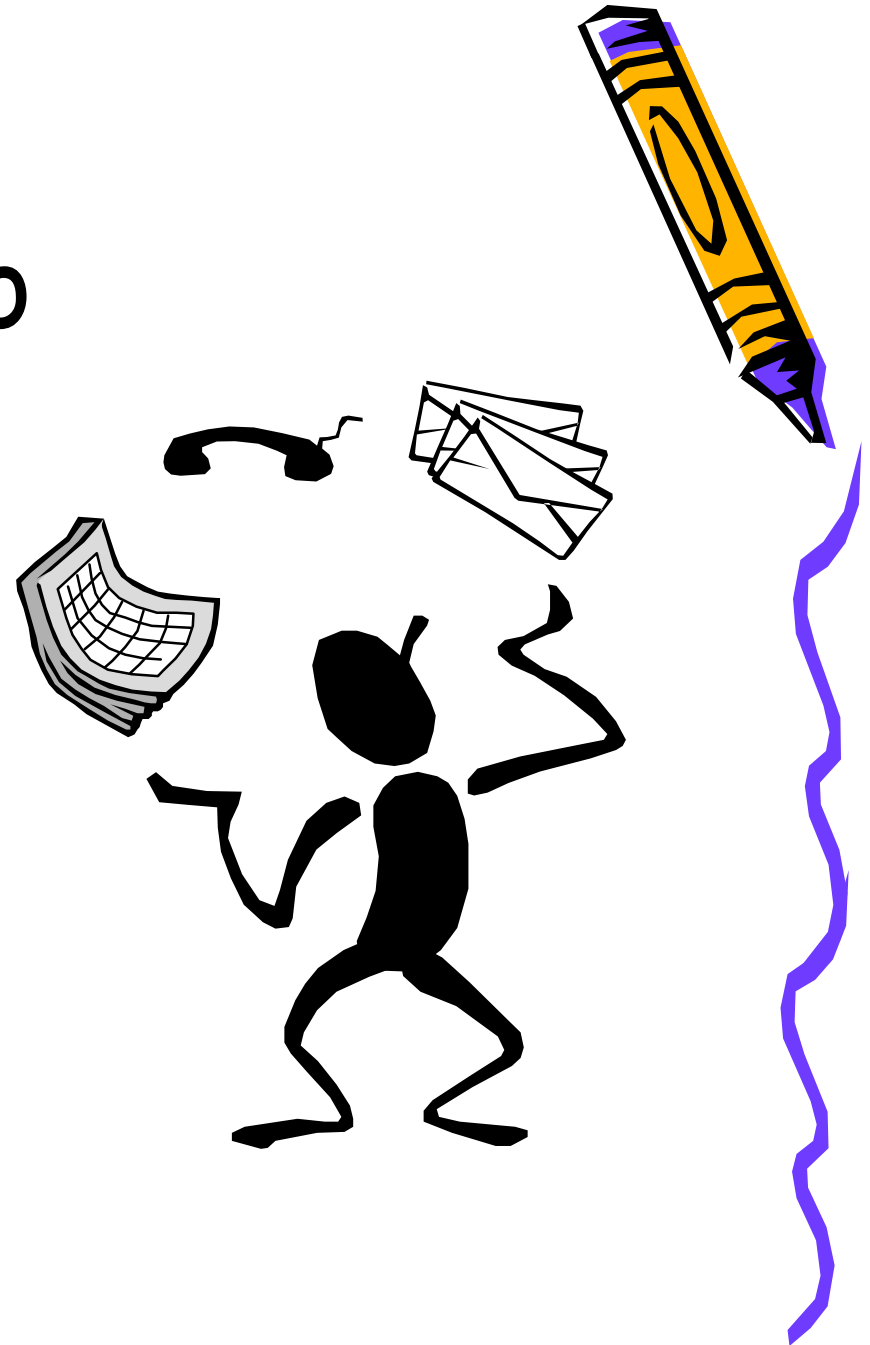
Models

- Hands On Models
- Projects
- Thematic Units
- Visual Communication



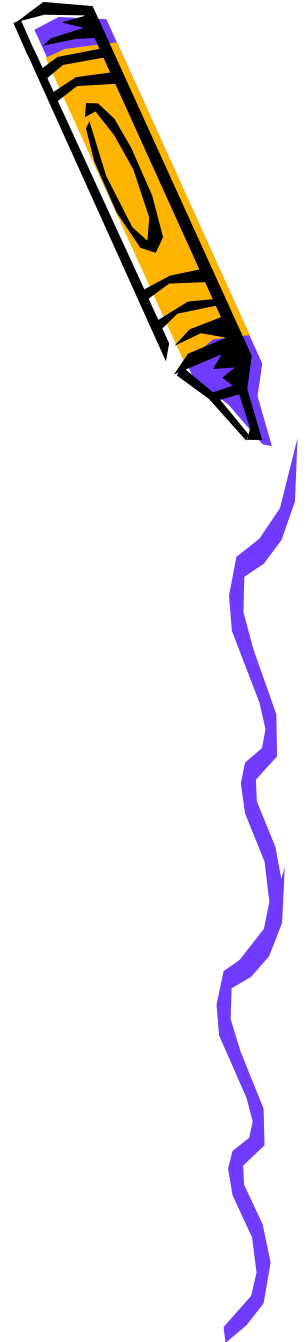
How-To

- Develop a Thematic Unit
- Present an Idea
- Use Templates
- Use Generic Forms
- Create Materials



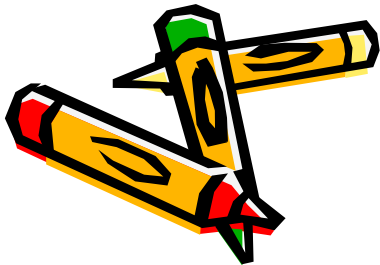
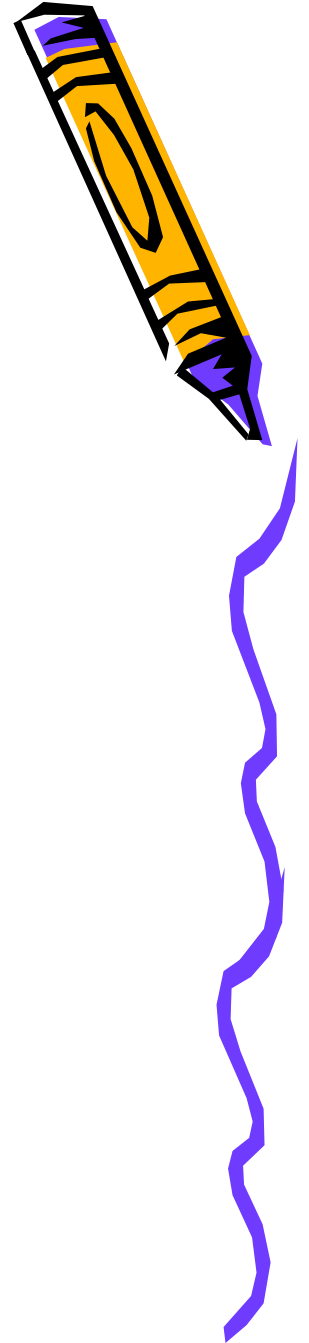
Schedules and Lesson Plans

- Sample Lesson Plan
- Example of Learning Center Assignments



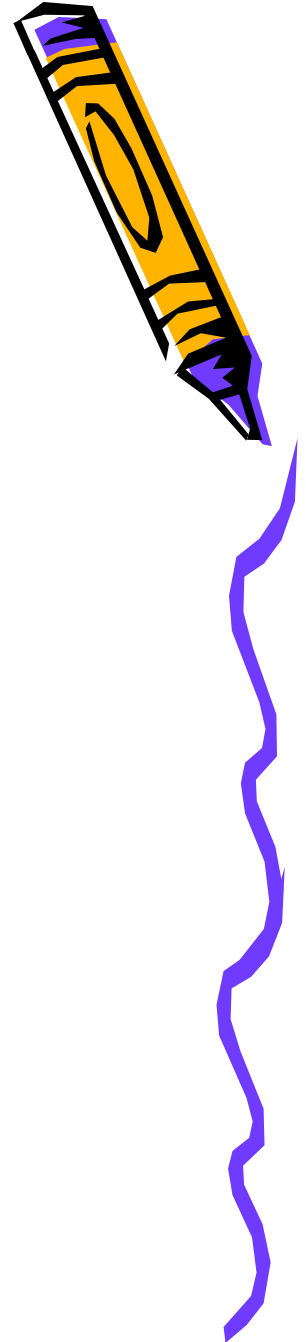
Students Assessments

- Report Scoring Rubric
- Presentation Scoring Rubric
- Project Scoring Rubric
- Portfolio Conference Notes



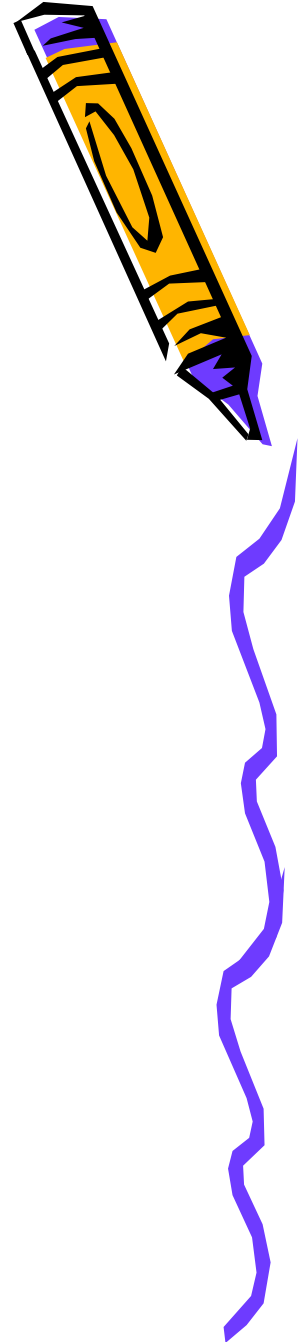
Project Assessments

- Classroom Technology Projects
- Project Plan Evaluations
- Control Elements- What is likely to go wrong?
- Multimedia Project Checklist
- Materials and Activities Evaluation



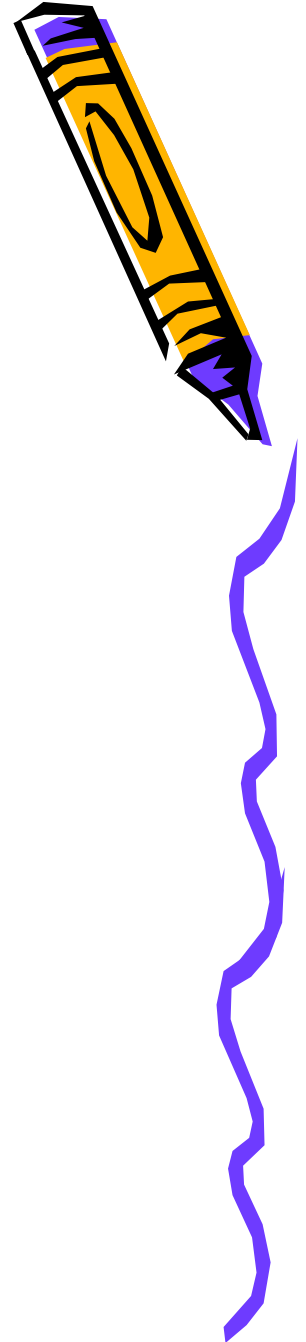
Templates

- Difference Between Templates
 - These are filled out by the teacher
- and Generic Forms
 - These are filled out by students



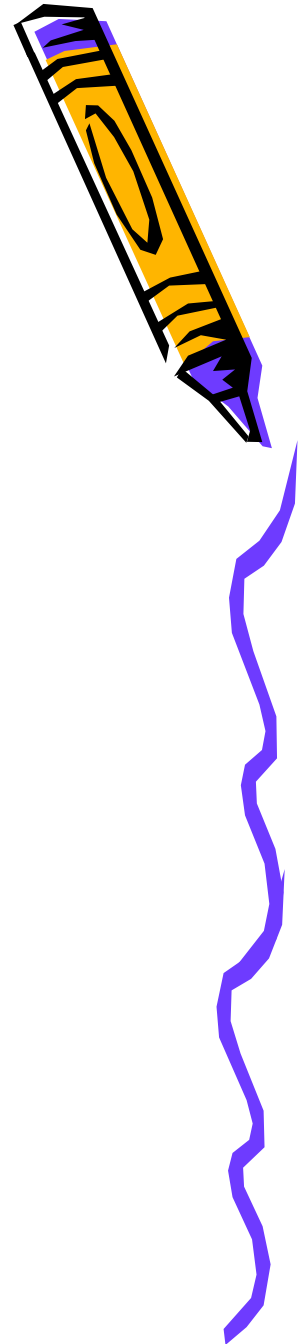
Templates

- Generic Reading Test Format
- Reading Think-Along Assessment
- Flexible Writing Worksheet
- DOL Template
- Current Events Worksheet
- Portfolio Conference Graphs



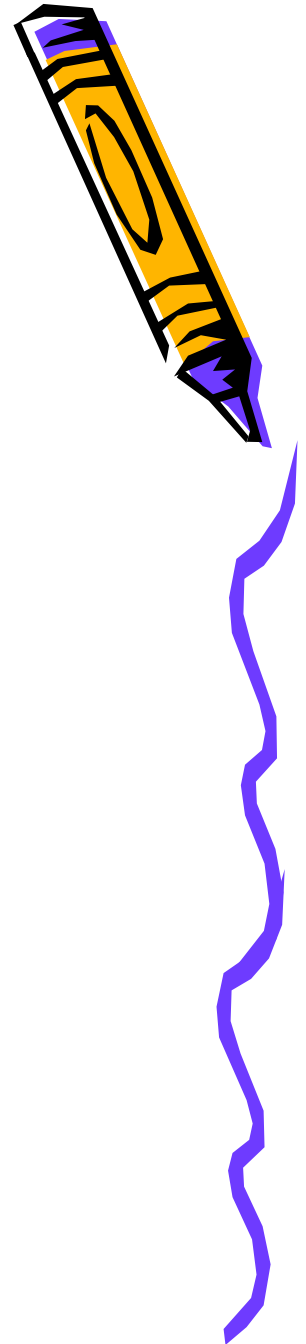
Generic Forms

- Graphic Organizers
- Student Fill Outs
- Spelling Tests



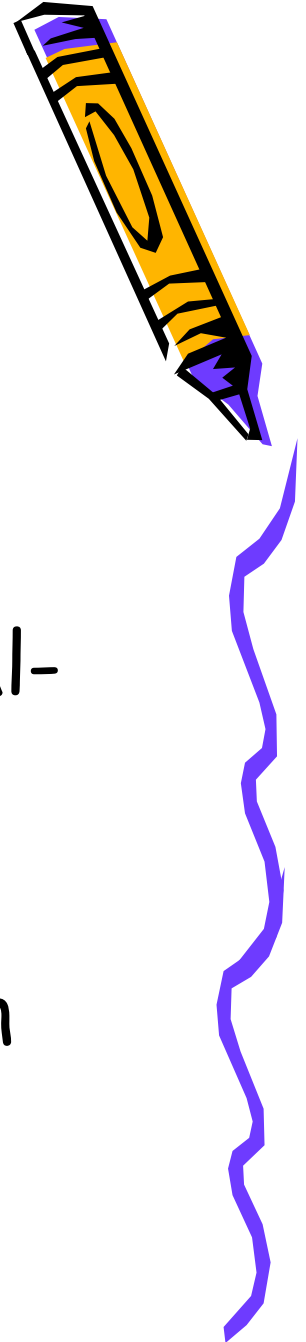
Generic Forms - How to Use

- Internet Material
- Storyboard for Presentations and Multimedia
- Writing Math Questions
- Brainstorming



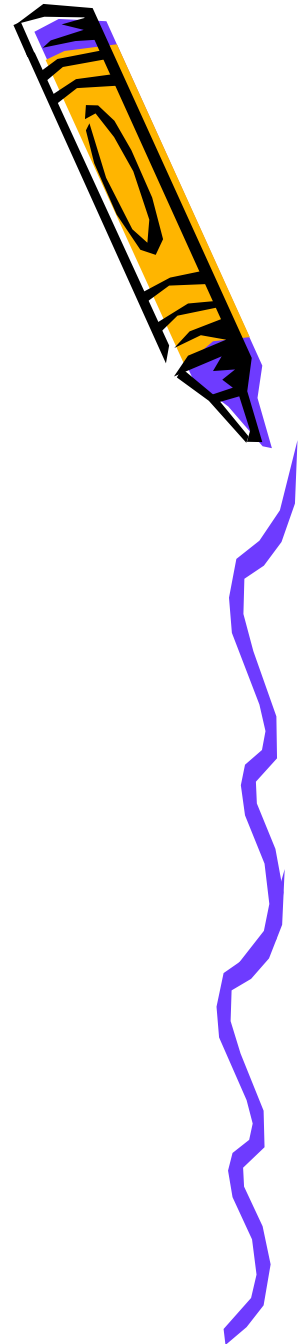
Generic Forms - How to Use

- Assigning and Scoring Cooperative Tasks
- Assigning Jobs for Projects in Real-World Simulations
- Journal Pages
- Research/ Reference Information



Demonstrations

- Converting Internet Material into Usable Materials with Macros



Thank You

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